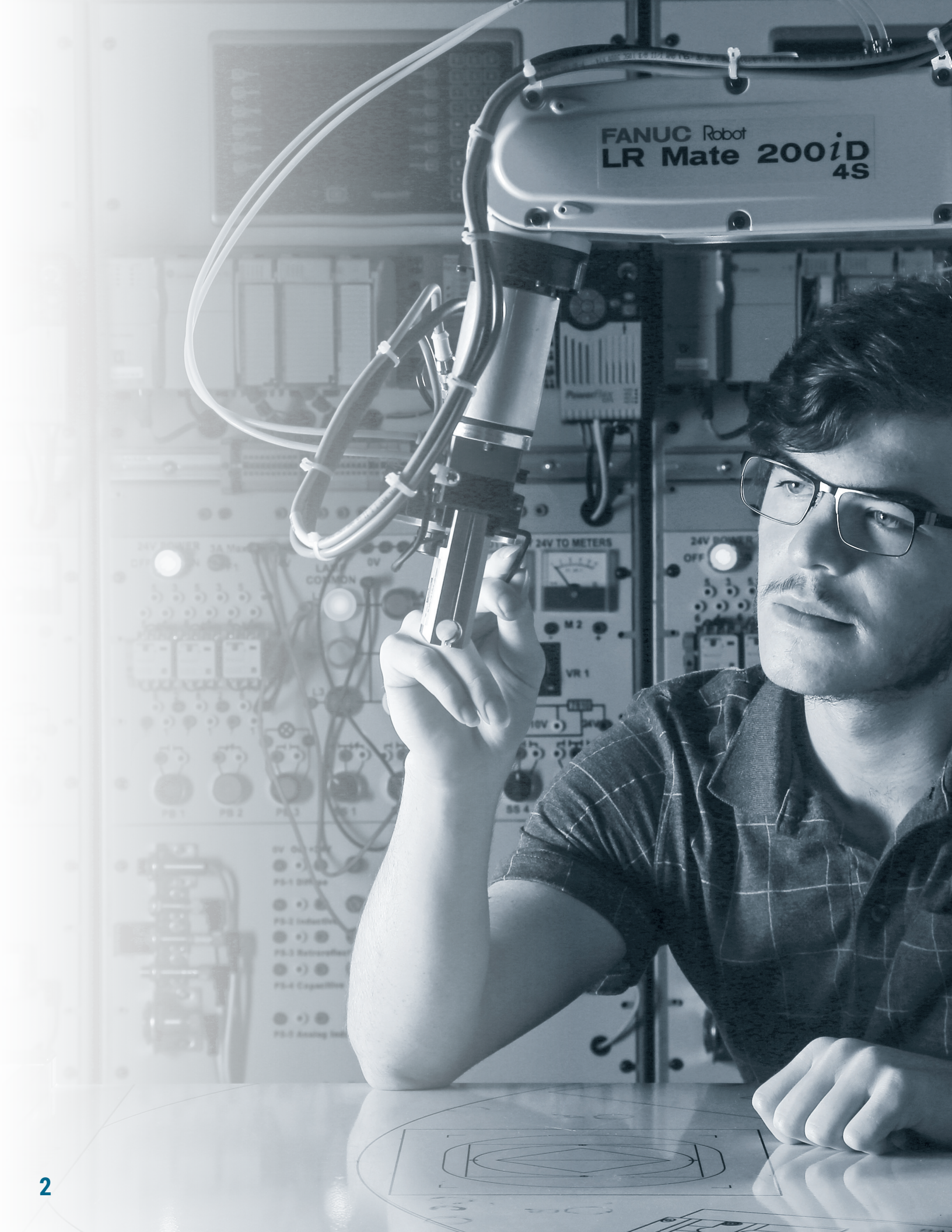


5-YEAR STRATEGIC PLAN

2024-2029





MESSAGE FROM THE PRESIDENT



Welcome to our Strategic Plan for 2024-2029. As we embark on this journey, we proudly reflect on the collective achievements of Stanly Community College (SCC). Chartered over fifty years ago on July 15, 1971, SCC has served hundreds of thousands of individuals, shaping lives and futures in our community. This is not just our success, but a testament to the collective effort and dedication of our stakeholders, employees, and community members.

In 2024, SCC engaged in a comprehensive, community-wide discussion to chart the College's direction. Building upon this foundation, our Strategic Plan prioritizes Student Success, Employee Success, and Community Success.

Our planning initiatives are not just random actions. They are carefully aligned with our priorities centered around students', employees', and the community's success. Stakeholders are assigned to manage goals, allocate resources, implement action steps, and diligently report measurable results, all in line with our institution's guiding statements—our mission, vision, and values. This ensures that our strategic plan is not just a document, but a living embodiment of our commitment to success.

At SCC, we are not content with past achievements. We are dedicated to continuous improvement, guided by routine assessment and data-informed decision-making processes. These processes are not just internal practices, but recognized by state and national entities. As a Leader College of Distinction in the Achieving the Dream network, we consistently explore innovative methods to support our students in achieving success. This commitment to excellence is at the heart of our strategic plan.

It is with great pleasure that Stanly Community College presents our goals for the next five years. As a united community, we will strive tirelessly to achieve Student Success, Employee Success, and Community Success. Your role in this journey is not just important, it is invaluable. We count on your continued dedication and support to make our strategic plan successful.

Thank you for your unwavering dedication to our mission and vision. Together, we can succeed.

Sincerely,

A handwritten signature in black ink, appearing to read "John D. Enamait". The signature is fluid and cursive, with a large initial "J" and a stylized "E".

Dr. John D. Enamait,

President, Stanly Community College



MISSION



Stanly Community College values effective teaching, partnerships, and life-long learning for Stanly County residents and students across North Carolina, other states, and other countries. The College enhances the economic, social, and cultural life of the communities we serve by providing face-to-face and virtual learner-centered environments that encourage access, success, and completion.

VISION



Stanly Community College will be the gateway for higher education and a positive catalyst for change in all the communities we serve by

- Providing quality instruction in every delivery method
- Being a committed economic development partner; and
- Offering an outstanding customer service experience.

VALUES



STUDENT SUCCESS is the foundation of all our values. SCC exists to create a well-rounded education for our students. We seek to equip them so that they may enrich their lives, serve our community, and be productive citizens.

COMMUNITY is essential to the College's mission. The College strives to reflect our community's demographics in the student body, faculty, and staff. We pursue relationships with local industries, other learning institutions, and government and civic organizations to provide educational and training resources to meet the needs of the local community.

EQUITY is fairness in action. Meeting students where they are and providing the needed resources to help students from all backgrounds achieve their individual goals. The College firmly believes students can attain success no matter the socioeconomic factors in the community.

INNOVATION in all of our efforts puts us at the forefront of exciting new initiatives and technologies. Changing industry and educational standards require SCC to stay vigilant in seeking better ways to provide effective student and community support.

EXCELLENCE is our commitment. We demonstrate excellence in our teaching, our partnerships, our services, and our planning to provide our faculty, staff, and partners with the training, motivation, and opportunities necessary to accomplish our mission. We continuously improve through data-informed decisions.

WE ARE

BOARD OF TRUSTEES

Joe Brooks, *Chairman*
Courtney Brown
Lisa Burris

James "Cecil" Curlee, Jr.
Cody Huneycutt
Nancy Joines

Courtney Lisk
Kelly Lowder

Gerald Poplin
Clif Robinson

Eddie Wall, Jr.
Daisy Washington

EXECUTIVE LEADERSHIP TEAM

Kim Bradshaw
Abby Elkins

Dr. John Enamait
Dr. Carmen Nunalee

Dr. Jeff Parsons

Lori Poplin

Nicole Williams

STRATEGIC PLANNING STEERING COMMITTEE

Nicole Williams,
Co-Chair
Tabitha Love,
Co-Chair

Blake Bostic
Dr. Cindy Dean
Jennifer Hatley

Emily Leslie
Tammi McIlwaine

Lori Poplin
Marcus Pryor

Casey Stirewalt
Dr. John Enamait

STUDENT SUCCESS WORKING GROUP

Jennifer Hatley,
Co-Lead
Emily Leslie,
Co-Lead

Dr. Mindi Bowers
Joshua Brosius
Adam Carriker

Dr. Beth Hopkins
Christy Hopkins
Sylvia Lewis

Maria Mauzy
Lorie Narolewski

Cha Reyes Tercero
Chassity Speight-Washburn

EMPLOYEE SUCCESS WORKING GROUP

Lori Poplin,
Co-Lead
Casey Stirewalt,
Co-Lead

Phil Baucom
Anissa Chapman
Lynn Parks

Karen Russell
Katrina Sams
Shannon Shepherd

Jessica Smith
Mike Sperling

Lydia Vanhoy
Amy Witschey

COMMUNITY SUCCESS WORKING GROUP

Dr. Cindy Dean,
Co-Lead
Marcus Pryor,
Co-Lead

Devin Baucom
Krista Bowers
Steve Cumming

Dr. Kara Finch
Christie Honeycutt
David Hunt

Jeania Martin
Tammi McIlwaine

Tom Nunalee
Christian Payne



1. STUDENT SUCCESS

1.1 IDENTIFYING AND DEFINING STUDENT SUCCESS

Implement outreach and recruitment strategies that help new students navigate their initial college experience, define their educational and career goals, and understand the practical value of short-term and degree programs.

1.2 UNDERSTANDING AND ENHANCING THE STUDENT EXPERIENCE

Understand and enhance the student experience through streamlined processes along the educational journey, intentional relationship building, and barrier reduction on the path to student goals.

1.3 TEACHING, SUPPORTING, AND LEARNING

Optimize teaching, supporting, and learning through flexible credential pathways, consistent instructional quality, comprehensive student supports, and positive interpersonal relationships to help students reach their desired goals.

1.4 IMPROVING STUDENT LABOR MARKET OUTCOMES

Improve labor market outcomes by strengthening the educational pipeline from entry to goal attainment to career, ensuring alignment with evolving industry-recognized credentials that result in a stable and sustainable livelihood for graduates.

2. EMPLOYEE SUCCESS

2.1 UNDERSTANDING AND ENHANCING THE EMPLOYEE EXPERIENCE

Understand and enhance the employee experience to create a positive and supportive work environment that bolsters talent recruitment, retention, and ultimately the success of the College.

2.2 APPLYING TRANSFORMATIONAL LEADERSHIP AND INSTITUTIONAL CHANGE

Apply transformational leadership and institutional change to intentionally foster employee growth and engagement, organizational adaptability, and effectiveness.

continued

“Labor Market Outcomes” refers to the rate of employment or self-employment, and accompanying earnings of students after they complete their short-term or degree program at SCC.

SUMMARY

2.3 LEVERAGING DATA ANALYTICS AND EFFECTIVE TECHNOLOGY

Leverage data analytics and effective technology to ensure effective decision making, institutional compliance and security, efficiency, and organizational collaboration.

2.4 TEACHING, SUPPORTING, AND LEARNING

Empower and equip faculty and staff with knowledge and resources in program pathways, process improvement, classroom management, and teaching practices to promote student persistence and success, while also fostering a culture of accountability and professionalism.

3. COMMUNITY SUCCESS

3.1 STRENGTHENING COMMUNITY RELATIONSHIPS AND COMMUNICATION

Nurture a culture of engagement and communication across the college to foster mutually beneficial relationships with the community and to meet unique and evolving stakeholder needs.

3.2 DEVELOPING EFFECTIVE COMMUNITY PARTNERSHIPS

Develop effective formal partnerships grounded in regular collaboration that support student success and the creation of an education and workforce pipeline aligned with the needs of business, industry, and community.

3.3 IMPROVING COMMUNITY LABOR MARKET OUTCOMES

Create a workforce pipeline that meets the needs of business, industry, and community, while preparing students for career and entrepreneurial success and a family-sustaining income.

"Labor Market Outcomes" refers to the rate of employment or self-employment, and accompanying earnings of students after they complete their short-term or degree program at SCC.



1.1 IDENTIFYING AND DEFINING STUDENT SUCCESS

Implement outreach and recruitment strategies that help new students navigate their initial college experience, define their educational and career goals, and understand the practical value of short-term and degree programs.

METRICS & MEASURES

RECRUITMENT 1.1.1 Increase the annual percentage of applicants from high school from 26% to 31% by August 2029.

1.1.2 Increase the annual yield of new graduates at each local high school that enrolls at SCC by August 2029.

1.1.3 Improve the conversion rate of new applicants to registered students from 55% to 60% by August 2029.

ENROLLMENT 1.1.4 Increase the annual number of curriculum students enrolled from 3,346 to 3,646 by August 2029.

1.1.5 Increase by 9% the annual number of continuing education students enrolled by August 2029.

1.1.6 Increase by 9% the annual number of College and Career Readiness (CCR)/Human Resources Development (HRD) students enrolled by August 2029.

**INITIAL
EXPERIENCE
& NAVIGATION** 1.1.7 Ensure 100% first-semester (fall) enrollments for students in programs requiring a college success course (ACA 111/122) through August 2029. This course provides students with information on successfully navigating the college, setting educational and career goals, identifying resources, and mapping out their program of study.

1.1.8 Annually assess the rate of enrollment the following term (spring) for students who successfully completed college success courses (ACA 111/122).

1.1.9 Increase the percentage of students who complete a career assessment by the end of their first semester of enrollment from 0% to 90% by August 2029.

SUCCESS



1.2 UNDERSTANDING AND ENHANCING THE STUDENT EXPERIENCE

Understand and enhance the student experience through streamlined processes along the educational journey, intentional relationship building, and barrier reduction on the path to student goals.

METRICS & MEASURES

INITIAL EXPERIENCE & NAVIGATION

1.2.1 Increase the percentage of students who complete the new student intake by the end of their first semester of enrollment from 0% to 90% by August 2029.

1.2.2 Increase percentage of students who receive information provided by the system of mapped touchpoints during their first year of enrollment from 0% to 90% by August 2029.

STUDENT ENGAGEMENT

1.2.3 Increase number of students attending in-person student organizations and events by August 2029.

1.2.4 Increase number of students attending virtual student organizations and events by August 2029.

BARRIER REDUCTION

1.2.5 Student Success will implement at least two improvements per year to enhance the student experience or reduce student barriers based on input gathered from CCSSE, Student Climate Survey, Quality of Service, and Success Coach Survey.

1.2.6 Annually provide training for faculty and staff on available academic resources and wrap-around support services – meant to reduce student barriers – and how best to identify and refer students with needs.

RELATIONSHIP BUILDING

1.2.7 Increase the percentage of full-time faculty trained in Quality Matters and ACUE – which emphasizes intentional relationship building and student connections – from 13% to 95% by August 2029.

1.2.8 At least 20 adjunct faculty members will be trained in Quality Matters and ACUE – which emphasizes intentional relationship building and student connections – by August 2029.



STUDENT



1.3 TEACHING, SUPPORTING, AND LEARNING

Optimize teaching, supporting, and learning through flexible credential pathways, consistent instructional quality, comprehensive student supports, and positive interpersonal relationships to help students reach their desired goals.

METRICS & MEASURES

STUDENT SATISFACTION

1.3.1 Increase overall student satisfaction with factors such as clarity of content, effectiveness of teaching methods, and responsiveness of instructors as measured on course evaluations.

TUTORING

1.3.2 Increase the percentage of curriculum students who participate in tutoring from 14% to 21% by August 2029.

CREDIT MOMENTUM

1.3.3 Increase the percentage of first-time-ever-in-college students who earn ≥ 6 credit-hours in their first semester of enrollment from 43% to 47% by August 2029.

1.3.4 Increase the percentage of first-time-ever-in-college students who earn ≥ 12 credit-hours in their first semester of enrollment from 22% to 26% by August 2029.

PERSISTENCE

1.3.5 Increase the percentage of first-time, full-time, curriculum students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year from 84% to 89% by August 2029.

1.3.6 Increase the percentage of part-time students who enroll in the fall and return the next fall from 63% to 67% by August 2029.

COMPLETION

1.3.7 Increase the percentage of first-time, full-time, curriculum students who graduate within 3 years of enrollment from 38% to 50% by August 2029.

1.3.8 Percentage of first-time, part-time curriculum students who graduate within 4 years of enrollment from 22% to 26%, within 6 years from 26% to 30%, and within 8 years from 28% to 34% by August 2029.

1.3.9 Increase the total number of graduates from 543 to 570 by August 2029.

1.3.10 Increase the total number of credentials from 752 to 855 by August 2029.

SUCCESS



1.4 IMPROVING STUDENT LABOR MARKET OUTCOMES

Improve labor market outcomes by strengthening the educational pipeline from entry to goal attainment to career, ensuring alignment with evolving industry-recognized credentials that result in a stable and sustainable livelihood for graduates.

METRICS & MEASURES

EMPLOYER ENGAGEMENT	1.4.1 Annually gather input from program advisory boards on learning outcomes and industry-recognized credentials that should be considered for layering into the curriculum.
CAREER COUNSELING	1.4.2 Increase the percentage of students who create a profile in SCC Career Connect, a tool for career goal setting and searching for internship, apprenticeship, and job opportunities, from 0% to 50% by August 2029.
WORK-BASED LEARNING	1.4.3 Increase the number of courses offered to students with one or more embedded job shadow, company tour, job mentoring, or simulation experience from 31 to 55 by August 2029. 1.4.4 Increase percentage of enrolled students who participate in one or more internship, cooperative education, service learning, or other career engagement experience within the academic year from 7% to 21% by August 2029. 1.4.5 Increase the percentage of students in programs with registered apprenticeships who participate within three years of first-time enrollment from 0% to 10% by August 2029.
EMPLOYABILITY	1.4.6 Increase the percentage of curriculum students who demonstrate essential employability skills specific to their program pathways to 85% by August 2029. 1.4.7 Increase the total number of industry-recognized credentials earned by students per year. 1.4.8 Increase the percentage of first-time test-taking students passing licensure and certification exams leading to candidates becoming active practitioners.
EMPLOYMENT/ SELF-EMPLOYMENT	1.4.9 Increase the percentage of students securing employment in their desired field, or self-employment, within six months of program completion.

“Labor Market Outcomes” refers to the rate of employment or self-employment, and accompanying earnings of students after they complete their short-term or degree program at SCC.

Special Note: Although extremely important to consider, employment/post-college data is challenging to collect and verify.



EMPLOYEE



2.1 UNDERSTANDING AND ENHANCING THE EMPLOYEE EXPERIENCE

Understand and enhance the employee experience to create a positive and supportive work environment that bolsters talent recruitment, retention, and ultimately the success of the College.

METRICS & MEASURES

EMPLOYEE SATISFACTION

2.1.1 Increase onboarding satisfaction for new full-time employees by August 2029.

2.1.2 Increase employee satisfaction on the PACE Survey from an average score of 3.9 to 4.0 in the institutional structure climate factor and maintain a score of 4.2 or greater for overall, student focus, supervisory relationships, and teamwork climate factors by August 2029.

2.1.3 Annually gather feedback from part-time employees on their experience with the college to be used for continuous improvement.

EMPLOYEE ENGAGEMENT

2.1.4 Improve awareness and satisfaction of employee events, awards, and benefits by August 2029.

PROFESSIONAL DEVELOPMENT

2.1.5 Increase the number of employees who complete professional development on communication by August 2029.

EMPLOYEE RETENTION

2.1.6 Decrease full-time employee turnover rate from 9.5% to 8% by August 2029.

SUCCESS



2.2 APPLYING TRANSFORMATIONAL LEADERSHIP AND INSTITUTIONAL CHANGE

Apply transformational leadership and institutional change to intentionally foster employee growth and engagement, organizational adaptability, and effectiveness.

METRICS & MEASURES

LEADERSHIP DEVELOPMENT

2.2.1 Increase the percentage of faculty and staff who have participated in leadership development.

2.2.2 Increase percentage of faculty and staff participating annually in leadership opportunities such as committees, events, special projects, student organizations, and other engagements.

EMPLOYEE ENGAGEMENT

2.2.3 Annually evaluate and implement methods for consistently, equitably recognizing faculty and staff participation in leadership opportunities such as committees, events, special projects, student organizations, and other engagements.

2.2.4 Annually assess the implementation of regularly scheduled feedback opportunities between employees and supervisors, AVPs, and executive leadership, including follow-up mechanisms.

ADAPTABILITY & EFFECTIVENESS

2.2.5 Annually report the application of an initiative portfolio management system to ensure alignment with strategic goals, resource availability, optimum timing, and college-wide communication all as a basis for gauging effective change management.

2.2.6 Increase training to empower employees to seek grants and other outside resources.



2.3 LEVERAGING DATA ANALYTICS AND EFFECTIVE TECHNOLOGY

Leverage data analytics and effective technology to ensure effective decision making, institutional compliance and security, efficiency, and organizational collaboration.

METRICS & MEASURES

DATA 2.3.1 Annually disaggregate and communicate key performance indicators to help identify and reduce barriers to access and success.

2.3.2 Increase faculty and staff training and utilization of the data analytics platform ZogoTech by August 2029.

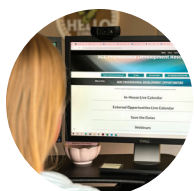
TECHNOLOGY 2.3.3 Annually ensure the college fulfills 100% of network security requirements of the state system office, including updated and authorized equipment and software.

2.3.4 Annually ensure 100% of full-time and part-time employees complete Network Security training.

2.3.5 Each semester, assess employee satisfaction with technological and innovation tools available for offices, classrooms, and (physical and digital) collaborative spaces, with the intent to increase use and effectiveness of available tools.

2.3.6 Annually ensure 100% of new employees have access to training and a resource repository related to technological and innovation tools available for offices, classrooms, and (physical and digital) collaborative spaces.

SUCCESS



2.4 TEACHING, SUPPORTING, AND LEARNING

Empower and equip faculty and staff with knowledge and resources in program pathways, process improvement, classroom management, and teaching practices to promote student persistence and success, while also fostering a culture of accountability and professionalism.

METRICS & MEASURES

FACULTY PROFESSIONAL DEVELOPMENT

2.4.1 At least 95% of full-time faculty members will complete ACUE professional development on classroom management and teaching practices, along with supplemental training on the QM Higher Education rubric and SCC-program pathways by August 2029.

2.4.2 At least 20 adjunct faculty members will complete ACUE professional development on classroom management and teaching practices, along with supplemental training on the QM Higher Education rubric and SCC-program pathways by August 2029.

2.4.3 At least 95% percent of full-time faculty will complete training on the importance of employability skills, related resource repository, and methods for integrating employability skills into courses by August 2029.

2.4.4 100% of full-time and adjunct faculty will have access to a resource repository that includes examples, case studies, and best practices for incorporating employability skills into diverse courses by August 2029.

STAFF PROFESSIONAL DEVELOPMENT

2.4.5 100% of staff have access to training and a resource repository related to SCC program pathways and practices to promote student success by August 2029.

PROFESSIONAL DEVELOPMENT

2.4.6 100% of full-time employees will complete training on professionalism and process improvement by August 2029.

2.4.7 Annually provide training for faculty and staff on available academic resources and wrap-around support services, and how best to identify and refer students with needs.

COMMUNITY



3.1 STRENGTHENING COMMUNITY RELATIONSHIPS AND COMMUNICATION

Nurture a culture of engagement and communication across the College to foster mutually beneficial relationships with the community and to meet unique and evolving stakeholder needs.

METRICS & MEASURES

PROFESSIONAL DEVELOPMENT

3.1.1 Increase the number of employees who complete professional development on community engagement and communication practices by August 2029.

3.1.2 Increase the number of program heads who complete professional development on advisory board engagement practices by August 2029.

3.1.3 Ensure 100% of relevant employees are trained on engagement tracking platform by December 2026.

COMMUNITY ENGAGEMENT

3.1.4 Establish a community, partner, and donor engagement tracking platform by August 2026.

3.1.5 Annually report the number of new community, partner, and donor contacts via tracking platform beginning August 2027.

3.1.6 Annually survey business, industry, and community stakeholders to measure awareness and satisfaction of the college, share emerging needs, and identify opportunities for collaboration.

3.1.7 Increase number of outreach events and opportunities for business, industry, and community stakeholders to see first-hand what the college offers.



3.2 DEVELOPING EFFECTIVE COMMUNITY PARTNERSHIPS

Develop effective formal partnerships grounded in regular collaboration that support student success and the creation of an education and workforce pipeline aligned with the needs of business, industry, and community.

METRICS & MEASURES

PARTNERSHIP DEVELOPMENT

3.2.1 Annually report the number of new partnerships established via formal, documented agreements (i.e., university agreements, apprenticeship agreements, sponsorships, customized industry training agreements, etc.).

continued

SUCCESS

PARTNERSHIP FEEDBACK 3.2.2 Annually survey all partner organizations to measure satisfaction, gather feedback, and identify opportunities that enhance collaboration, including clear follow-up action plans.



3.3 IMPROVING COMMUNITY LABOR MARKET OUTCOMES

Create a workforce pipeline that meets the needs of business, industry, and community, while preparing students for career and entrepreneurial success and a family-sustaining income.

METRICS & MEASURES

LABOR MARKET ALIGNMENT 3.3.1 Annually review program-level completion data and job availability to adjust program offerings and marketing strategies as needed to optimize the workforce pipeline.

3.3.2 Annually disaggregate demographic makeup of enrollment in high-demand programs to identify untapped prospective student populations and adjust program recruitment and support strategies accordingly.

3.3.3 Increase enrollment rates of curriculum and continuing education programs that correspond to high-demand job sectors in the community.

3.3.4 Increase completion rates of curriculum and continuing education programs that correspond to high-demand job sectors in the community.

EMPLOYER ENGAGEMENT 3.3.5 Increase on- and off-campus events that connect students to employers.

3.3.6 Survey attendees of on- and off-campus events that connect students to employers to determine their effectiveness.

EMPLOYMENT/ SELF-EMPLOYMENT 3.3.7 Increase the percentage of students securing employment in their desired field, or self-employment, within six months of program completion.

STAKEHOLDER SATISFACTION 3.3.8 Annually assess satisfaction of students, alumni, advisory board members, and employers regarding program outcomes (e.g., technical skills, employability skills, credentials, employment post-graduation) and adjust program accordingly.

“Labor Market Outcomes” refers to the rate of employment or self-employment, and accompanying earnings of students after they complete their short-term or degree program at SCC.

Special Note: Although extremely important to consider, employment/post-college data is challenging to collect and verify.



ABOUT

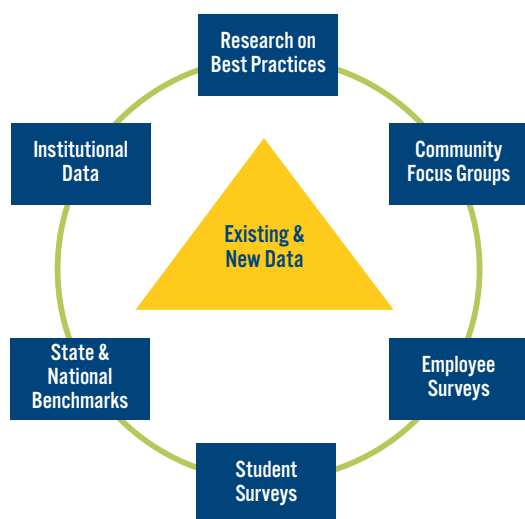


HOW THE PLAN WAS DEVELOPED

Stanly Community College has a legacy of innovation and excellence and is committed to stay vigilant in seeking excellence. The College aims to improve access, learning, and post-graduation success for students, empower and equip employees for growth and engagement, and ultimately enhance the communities we serve. Accordingly, SCC is committed to the processes of routine assessment and data-informed decision-making, conducted with the overall goal of continuous improvement, which informs the planning and implementation of the Strategic Plan in alignment with the college's Institutional Effectiveness Policy.

THROUGH STRATEGIC PLANNING, THE COLLEGE SEEKS TO:

- identify and frame issues or challenges.
- revisit, refresh, and reinforce the reason students should choose SCC.
- lay out an intentional pathway to improvements.
- create a framework for vetting new ideas, prioritizing efforts, and making calculated risks.



This Strategic Plan and supplemental materials were created over eight months, continuing on the foundation of three pillars: Student Success, Employee Success, and Community Success. The strategic themes and goals, while based on a blend of research-based community college excellence identified by The Aspen Institute and Achieving the Dream, were carefully evaluated and modified to fit SCC's unique setting, ensuring they are tailored to our specific needs.

To create the plan, the College incorporated broad-based input from internal and external stakeholders, leveraged existing survey data and gathered new input via surveys and focus groups, and empowered working groups to represent their functional areas and truly shape the future direction of the College. Forty faculty and staff members from across the institution, or approximately 20% of full-time employees, were

involved in drafting this strategic plan. Additionally, the plan underwent a rigorous review process, being scrutinized by the Institutional Effectiveness Council, Faculty Senate, Staff Council, Institutional Core Team, IDEA Team, President's Executive Leadership Team, and the Board of Trustees, ensuring its thoroughness and quality.

THE PLAN

METRICS AND MEASURES

Success measures have been defined in support of each goal. While some are new metrics specific to the Strategic Plan, some success measures were chosen to align with state and national performance measures, and others were aligned with success measures of the college's Title III Strengthening Institutions Program Grant, which supports essential career and workforce initiatives through September 2028.

Stanly Community College is committed to meeting students where they are and providing the needed resources to help students from all backgrounds achieve their individual goals. Accordingly, the College seeks to analyze and disaggregate information to make data-informed decisions carefully.

For additional information about success measures, including how they are calculated, see our Strategic Plan website at www.stanly.edu/about/planning-research/strategic-plan.html.

ANNUAL IMPLEMENTATION PLANS

The Strategic Plan provides long-term direction in support of the college's vision and mission. To ensure ongoing progress and periodically evaluate circumstances and evolving stakeholder needs, a separate Annual Implementation Plan will be created for each of the five years of the strategic plan. Previous years' efforts and lessons influence each implementation plan, the currently available personnel and resources, and any new potential internal or external opportunities and challenges.

To review the Annual Implementation Plans for more information about the College's annual activities, resources, timelines, and success measures, go to our Strategic Plan website at www.stanly.edu/about/planning-research/strategic-plan.html.

YOUR ROLE

As the guiding document for Stanly Community College, the Strategic Plan is not just a roadmap for our institution but a beacon of hope for our students, a testament to our commitment to excellence, and a positive force for our community. It will steer the priorities and efforts of all divisions and departments of the college in the years to come. We seek alignment throughout the College to pursue the stated goals, with the understanding that our collective efforts will shape the future of our community. Accordingly, the Strategic Plan should advise Departmental Initiative Plans and be considered when reviewing Service/Learning Evidence, which should inform individual employee Performance Review and Appraisal goals.

Regardless of who picks up this plan, we are sure there will be numerous opportunities for you to get involved in being a part of the success of our students, employees, and community! Opportunities will expand and evolve, but examples include:

- Taking on an apprentice or intern.
- Developing a partnership.
- Funding a scholarship.
- Participating in surveys and focus groups.
- Volunteering as a mentor.

We are grateful for your support. Each of you plays an invaluable role in our collective journey. Your contributions, big or small, are what make our community thrive. Let's SuCCeed Together.



Albemarle Campus
141 College Drive
Albemarle, NC 28001

704.991.0123

Crutchfield Education Center
102 Stanly Parkway
Locust, NC 28097

704.982.0121

let's **SUCCEED** together



Stanly Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Stanly Community College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Stanly Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Stanly Community College is an equal opportunity educational institution and employer. The College does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, gender, age, or disability consistent with the Assurance of Compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1992.